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ABSTRACT

This checklist was developed to be used for evaluating and enhancing the performance of established workplace education programs. With minor modifications, the document also may be useful for evaluating other types of training and education programs. Management, labor, and education partners may use the checklist as a stand-alone evaluation instrument or as a progress check on items identified by the partners during prior program design meetings using a companion document, the "Workplace Education Design Checklist: A Tool for Program Planning." The checklist is organized in four sections that cover the following topics: (1) program design and administration indicators; (2) participant achievement indicators; (3) program outcome indicators; and (4) evaluation tools. The checklist also contains a list of key terms with definitions and the names of two related resources. (KC)

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Workplace Education Evaluation Checklist: A Tool for Assessing and Improving Performance ✔

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Workplace Education Evaluation Checklist: A Tool for Assessing and Improving Performance ✔

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The *Workplace Education Evaluation Checklist: A Tool for Assessing and Improving Performance* was authored by Donna Manly (Center on Education and Work, University of Wisconsin - Madison) based on the extensive dialogue and work of the Program Evaluation Committee for the Wisconsin Workplace Partnership Training Program.

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How to Use this Checklist

The *Workplace Education Evaluation Checklist: A Tool for Assessing and Improving Performance* is an aid for evaluating and enhancing the performance of established workplace education programs. With minor modifications, this document also may be useful for evaluating other types of training and education programs.

Checklist Uses

- ☑ As an Evaluation Tool to Assess Program Performance
- ☑ As a Semi-Annual or Annual Progress Check on Items Identified on the *Workplace Education Design Checklist*
- ☑ As an Action Plan for Future Program or Evaluation Enhancements

Management, labor, and education partners may use this checklist as a stand-alone evaluation instrument or as a progress check on items identified by the partners during prior program design meetings using a companion document, the *Workplace Education Design Checklist: A Tool for Program Planning*.

Whether used as a stand-alone evaluation tool or in tandem with the companion document, it is suggested that each workplace education management-labor-education partnership discuss this checklist as a team. Partnerships may elect to discuss and complete this checklist in a team meeting, or alternatively may request each team member to independently complete the checklist before meeting as a group to discuss and aggregate the findings.

To aid in referencing checklist items during partnership discussions, the items are numbered sequentially within each of the four sections of this document: program design and administration (Section 1), participant achievement (Section 2), program outcomes (Section 3), and evaluation tools (Section 4). The number appears within parentheses following each item. For easy reference to subsection items, the range of numbers within each subsection is identified on the Table of Contents (page iii).

For each item within the four sections, effectiveness indicators are provided. After discussing an item, partners determine whether that aspect of their program is exceeding expectations, meeting expectations, needing improvement to meet expectations, or does not apply to their current situation or program design. A box is provided for partners to check the appropriate option(s). In addition, partners may identify items, such as those they wish to enhance or add to their program design, as future actions. If an item is selected for future action, space is provided for the partners to specify the activity, the responsible parties, and a reasonable timeline for completion.

Definition of Key Terms

Participants	Participants are employees who receive instruction or educational services through the workplace education program.
Partners	Partners are responsible for initiating and maintaining a workplace education program. Typically, workplace education partnerships involve at least one decision-maker representing the employer (a manager), the workforce (a labor leader, if it is a unionized workforce; or an employee representative, if the workforce is not unionized), and the education partner (e.g., the Technical College Workplace Education Coordinator, etc.).

Definition of Key Terms Continued

Peer Advisors	In general, peer advisors are volunteers from all levels of the employer organization; often a majority are program participants. Peer advisors are committed to the success of the workplace education program and typically provide information to other employees one-on-one, assist with marketing and promotional activities, obtain employee input, and aid in furthering the program goals and objectives.
Stakeholders	Stakeholders are individuals with a vested interest in the success of the workplace education program. Most commonly, workplace education stakeholders include: management-labor-education partners, program participants, steering committee members, and peer advisors.
Steering Committees	Steering committees often are formed to guide the development and continuation of a workplace education program. Membership typically consists of one to three representatives from each of the partners as well as participants, peer advisors, and other representatives who are involved in or affected by the program (e.g., training, human resource and quality department staff, and supervisors).
Workplace Educational Skills Analysis	Workplace Educational Skills Analysis (WESA) is a process used to identify and analyze the basic educational skills required to satisfactorily perform a particular job or a cluster of jobs. Other similar processes include: job task analyses and literacy audits. The six stage WESA process is fully described in the *Workplace Educational Skills Analysis Training Guide*. For more information on the *WESA Training Guide*, see the "Other Resources" section below.

Other Resources

For more information on this checklist, the *Workplace Educational Skills Analysis Training Guide*, the *Workplace Education Design Checklist: A Tool for Program Planning* or other workplace education publications, please complete and return the business reply card at the back of this booklet. Or you may call the toll free number at the Center on Education and Work, University of Wisconsin - Madison (1-800-446-0399).

Your experiences with this checklist are of interest to us. If the checklist aided you or if it can be enhanced to better meet your needs, please take a moment to let us hear from you. Simply complete the *Checklist Feedback* section on the business reply card at the back of this booklet and place it in the mail. Your comments will be extremely important in guiding and improving the development of future publications.

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Section 1

Program Design and Administration Indicators

SECTION 1 -- PROGRAM DESIGN AND ADMINISTRATION INDICATORS

Below is a list of quality indicators for the design and administration of effective workplace education programs. Indicators are provided for the following program components: program design and planning, education center development and maintenance, workplace educational skills analyses, curricula development, program support services, participant recruitment and program promotion, peer advising, instruction, participant assessment, professional development, and program evaluation.

How would you evaluate your workplace education program relative to each of these indicators?

■ Program Design and Planning

Program design activities include:

	Does Not Apply	Exceeded Expectations	Met Expectations	Needs Improvement
Forming a strong management-labor-education partnership (1.001) Future Action: _____	❑	❑	❑	❑
Completing a comprehensive workplace education needs analysis with input from all levels of the organization. (1.002) Future Action: _____	❑	❑	❑	❑
Establishing a program steering committee with representation from each partner, participants, peer advisors, and other stakeholders. (1.003) Future Action: _____	❑	❑	❑	❑
Clearly identifying partner and committee member responsibilities and including these and other program expectations in an agreement signed by all partners. (1.004) Future Action: _____	❑	❑	❑	❑
Developing clearly defined program goals and objectives which address continuous program improvement. (1.005) Future Action: _____	❑	❑	❑	❑
Identifying decision items such as the nature of participation (voluntary and released or compensated time, etc.) and participant recognition (e.g., bonuses and certificates). (1.006) Future Action: _____	❑	❑	❑	❑
Developing program policies which incorporate the input of all stakeholders, are non-discriminatory, and meet all other legal, contractual, and program-related requirements. (1.007) Future Action: _____	❑	❑	❑	❑

	Does Not Apply	Exceeded Expectations	Met Expectations	Needs Improvement
Selecting highly qualified instructional staff who best meet the needs of the worksite and the program. (1.008) Future Action: _____	❑	❑	❑	❑
Developing a written implementation plan based on the needs analysis, including resource allocations, realistic timelines, priority actions for all program components, and evaluation criteria. (1.009) Future Action: _____	❑	❑	❑	❑
Identifying committed employees to volunteer as peer advisors. (1.010) Future Action: _____	❑	❑	❑	❑
Other (1.011): _____ Future Action: _____	❑	❑	❑	❑

On-going program planning activities:

Are driven by a strong, long-term management-labor-education partnership. (1.012) Future Action: _____	❑	❑	❑	❑
Are implemented by an active program steering committee empowered to guide the program. (1.013) Future Action: _____	❑	❑	❑	❑
Include regularly scheduled meetings in which decisions are reached through a consensus of all partners. (1.014) Future Action: _____	❑	❑	❑	❑
Are based on clearly defined goals and objectives established for the program. (1.015) Future Action: _____	❑	❑	❑	❑
Are responsive to evolving stakeholder needs. (1.016) Future Action: _____	❑	❑	❑	❑

	Does Not Apply	Exceeded Expectations	Met Expectations	Needs Improvement
Integrate program activities with other relevant workplace or partner-sponsored initiatives such as technical training. (1.017) Future Action: _____	❑	❑	❑	❑
Other (1.018): _____ Future Action: _____	❑	❑	❑	❑

Education Center Development and Maintenance

Education center development activities include:

Locating space for an education center which is on-site, convenient for employees, and meets local, state, and federal standards (e.g., Americans with Disabilities Act). (1.019) Future Action: _____	❑	❑	❑	❑
Designing individual and group learning facilities within the education center. (1.020) Future Action: _____	❑	❑	❑	❑
Creating an environment to enhance learning (e.g., quiet, comfortable, and accommodates multiple instructional approaches and participant learning styles). (1.021) Future Action: _____	❑	❑	❑	❑
Acquiring sufficient and appropriate equipment, furniture, and instructional materials for program initiation. (1.022) Future Action: _____	❑	❑	❑	❑
Other (1.023): _____ Future Action: _____	❑	❑	❑	❑

Education center maintenance activities:

Ensure sufficient and appropriate equipment, furniture, and instructional materials. (1.024) Future Action: _____	❑	❑	❑	❑

	Does Not Apply	Exceeded Expectations	Met Expectations	Needs Improvement
Foster an environment which encourages learning. (1.025) Future Action: _____	❑	❑	❑	❑
Other (1.026): _____ Future Action: _____	❑	❑	❑	❑

■ Workplace Educational Skills Analyses

Workplace Educational Skills Analyses:

Involve all stakeholders in the design and implementation stages. (1.027) Future Action: _____	❑	❑	❑	❑
Are conducted efficiently and effectively. (1.028) Future Action: _____	❑	❑	❑	❑
Produce data and reports which are reviewed and updated as necessary to ensure continuing value to stakeholders. (1.029) Future Action: _____	❑	❑	❑	❑
Other (1.030): _____ Future Action: _____	❑	❑	❑	❑

Workplace Educational Skills Analyses are used to:

Design individualized education plans for participants and aid with career planning. (1.031) Future Action: _____	❑	❑	❑	❑
Develop workplace and job-specific curricula. (1.032) Future Action: _____	❑	❑	❑	❑
Create appropriate assessment measures. (1.033) Future Action: _____	❑	❑	❑	❑
Incorporate workplace materials in instruction. (1.034) Future Action: _____	❑	❑	❑	❑

	Does Not Apply	Exceeded Expectations	Met Expectations	Needs Improvement
Other (1.035): _____ Future Action: _____ _____	❑	❑	❑	❑

■ **Curricula Development**

Curricula development processes and products:

Include input and feedback from all stakeholders and address evolving stakeholder needs. (1.036) Future Action: _____ _____	❑	❑	❑	❑
Are based on Workplace Educational Skills Analyses and linked with skills and competencies validated through national and state studies. (1.037) Future Action: _____ _____	❑	❑	❑	❑
Are pilot-tested. (1.038) Future Action: _____ _____	❑	❑	❑	❑
Use appropriate workplace, job-related, basic, and life skills materials to promote contextual learning and improve job performance. (1.039) Future Action: _____ _____	❑	❑	❑	❑
Are bias free, culturally relevant, and appropriate to the population. (1.040) Future Action: _____ _____	❑	❑	❑	❑
Other (1.041): _____ Future Action: _____ _____	❑	❑	❑	❑

■ **Program Support Services**

Support services:

Include child care, educational counseling, and other employee assistance programs necessary to effectively minimize barriers to program participation for all employees regardless of work shift. (1.042) Future Action: _____ _____	❑	❑	❑	❑

	Does Not Apply	Exceeded Expectations	Met Expectations	Needs Improvement
Are based on continuing assessments of workforce needs for support services. (1.043) Future Action: _____	❑	❑	❑	❑
Are cost-effective and administered efficiently and uniformly. (1.044) Future Action: _____	❑	❑	❑	❑
Are effectively promoted with potential and current program participants. (1.045) Future Action: _____	❑	❑	❑	❑
Other (1.046): _____ Future Action: _____	❑	❑	❑	❑

■ **Participant Recruitment and Program Promotion**

Participant recruitment activities:

Are innovative and ongoing. (1.047) Future Action: _____	❑	❑	❑	❑
Reach target audiences with accurate information which motivates employees to initiate or continue program participation. (1.048) Future Action: _____	❑	❑	❑	❑
Are based on previously effective activities used in the program and in other workplace education initiatives. (1.049) Future Action: _____	❑	❑	❑	❑
Involve multi-media approaches including print, video, computer, and one-on-one verbal communications. (1.050) Future Action: _____	❑	❑	❑	❑
Are driven by stakeholder needs and suggestions. (1.051) Future Action: _____	❑	❑	❑	❑
Involve on-going local partner and peer advisor initiatives. (1.052) Future Action: _____	❑	❑	❑	❑

	Does Not Apply	Exceeded Expectations	Met Expectations	Needs Improvement
Other (1.053): _____ Future Action: _____ _____	❑	❑	❑	❑

Program promotional activities:

Are varied and conducted on a regular basis. (1.054) Future Action: _____ _____	❑	❑	❑	❑
Orient, update, and maintain support from all levels of the partnership organizations. (1.055) Future Action: _____ _____	❑	❑	❑	❑
Include opportunities for participant family members to become familiar with the program (e.g., education center open houses and newsletters). (1.056) Future Action: _____ _____	❑	❑	❑	❑
Involve all stakeholders in planning and implementation. (1.057) Future Action: _____ _____	❑	❑	❑	❑
Include sharing information with others interested in initiating workplace education programs. (1.058) Future Action: _____ _____	❑	❑	❑	❑
Other (1.059): _____ Future Action: _____ _____	❑	❑	❑	❑

■ **Peer Advising**

Peer advisor activities:

Are continuous and based on program needs, goals, and objectives. (1.060) Future Action: _____ _____	❑	❑	❑	❑
Aid in the development and furtherance of the workplace education program. (1.061) Future Action: _____ _____	❑	❑	❑	❑

	Does Not Apply	Exceeded Expectations	Met Expectations	Needs Improvement
Involve one-on-one communications with all employees. (1.062) Future Action: _____	❑	❑	❑	❑
Utilize identified best practices. (1.063) Future Action: _____	❑	❑	❑	❑
Provide accurate program information and encourage employee participation. (1.064) Future Action: _____	❑	❑	❑	❑
Other (1.065): _____ Future Action: _____	❑	❑	❑	❑

■ **Instruction**

Instructional activities:

Are age appropriate and driven by stakeholder needs and individualized education plans developed for program participants. (1.066) Future Action: _____	❑	❑	❑	❑
Respect the diverse educational, work, and cultural backgrounds of participants. (1.067) Future Action: _____	❑	❑	❑	❑
Are delivered in structured (e.g., mini courses) and more flexible (e.g., open entry/exit) environments, as appropriate. (1.068) Future Action: _____	❑	❑	❑	❑
Include multiple training methods to address individual learning styles (self-paced, one-on-one, formal and informal group-based, computer-assisted, video-based, etc.). (1.069) Future Action: _____	❑	❑	❑	❑
Are offered at convenient times for employees. (1.070) Future Action: _____	❑	❑	❑	❑

	Does Not Apply	Exceeded Expectations	Met Expectations	Needs Improvement
Use workplace, job-related, basic, and life skills materials to promote contextual learning and improve job performance. (1.071) Future Action: _____	❑	❑	❑	❑
Are presented in an interesting and meaningful manner and facilitate learning increasingly more complex and varied material. (1.072) Future Action: _____	❑	❑	❑	❑
Other (1.073): _____ Future Action: _____	❑	❑	❑	❑

Participant Assessment

Participant assessment activities:

Are explained in advance to participants and are undertaken to motivate and record learner progress. (1.074) Future Action: _____	❑	❑	❑	❑
Involve initial, interim, and post-instruction assessments that are appropriate and sufficiently sensitive to measure real change over time. (1.075) Future Action: _____	❑	❑	❑	❑
Are linked to individualized education plans, Workplace Educational Skills Analyses, and instructional content. (1.076) Future Action: _____	❑	❑	❑	❑
Involve formal and informal assessment methods such as performance-based, self, portfolio, alternative, standardized, and instructor-developed. (1.077) Future Action: _____	❑	❑	❑	❑
Are not used for purposes other than education and training. (1.078) Future Action: _____	❑	❑	❑	❑
Protect the confidentiality of participant assessment data. (1.079) Future Action: _____	❑	❑	❑	❑

	Does Not Apply	Exceeded Expectations	Met Expectations	Needs Improvement
Include feedback from more than one source (e.g., participant, employer, co-worker, supervisor, and instructor). (1.080) Future Action: _____	❑	❑	❑	❑
Other (1.081): _____ Future Action: _____	❑	❑	❑	❑

■ Professional Development

Professional development activities:

Address identified stakeholder needs and involve practice and systematic follow-up activities. (1.082) Future Action: _____	❑	❑	❑	❑
Are supported by sufficient resources (e.g., time, money, and access). (1.083) Future Action: _____	❑	❑	❑	❑
Other (1.084): _____ Future Action: _____	❑	❑	❑	❑

Professional development activities include:

Orientation and training sessions for education partners and instructors on industry and organizational initiatives; and for private sector partners on available educational services. (1.085) Future Action: _____	❑	❑	❑	❑
Initial and on-going orientation and training opportunities for peer advisors and other stakeholders relative to program responsibilities, components, and services. (1.086) Future Action: _____	❑	❑	❑	❑
In-depth instructor training specific to workplace education (e.g., functional context curriculum development and competency-based assessment design). (1.087) Future Action: _____	❑	❑	❑	❑

	Does Not Apply	Exceeded Expectations	Met Expectations	Needs Improvement
Other (1.088): _____	❑	❑	❑	❑
Future Action: _____				
_____				

■ Program Evaluation

Program evaluation processes:

Obtain on-going input and feedback on the program from all stakeholders, particularly participants. (1.089)	❑	❑	❑	❑
Future Action: _____				
_____				
Are sensitive to evolving stakeholder needs and are designed to improve the program. (1.090)	❑	❑	❑	❑
Future Action: _____				
_____				
Address informational needs for future program decisions and desired evaluation products without collecting unnecessary data. (1.091)	❑	❑	❑	❑
Future Action: _____				
_____				
Permit comparisons with other training programs and replication at multiple worksites, when applicable. (1.092)	❑	❑	❑	❑
Future Action: _____				
_____				
Are realistic and efficient. (1.093)	❑	❑	❑	❑
Future Action: _____				
_____				
Comply with all applicable legal and contractual requirements (e.g., Affirmative Action and Equal Employment Opportunity laws and collective bargaining agreements). (1.094)	❑	❑	❑	❑
Future Action: _____				
_____				
Protect the confidentiality of those participating in the program and in the evaluation process. (1.095)	❑	❑	❑	❑
Future Action: _____				
_____				
Protect the proprietary interests of the employer. (1.096)	❑	❑	❑	❑
Future Action: _____				
_____				

	Does Not Apply	Exceeded Expectations	Met Expectations	Needs Improvement
Are conducted by both the program steering committee and independent parties not directly involved with the program. (1.097) Future Action: _____	❑	❑	❑	❑
Provide for longitudinal data collection and analysis. (1.098) Future Action: _____	❑	❑	❑	❑
Are designed to yield qualitative and quantitative data. (1.099) Future Action: _____	❑	❑	❑	❑
Involve the data collection efforts of all stakeholders. (1.100) Future Action: _____	❑	❑	❑	❑
Incorporate input and feedback from all stakeholders on the evaluation design and implementation activities. (1.101) Future Action: _____	❑	❑	❑	❑
Other (1.102): _____ Future Action: _____	❑	❑	❑	❑

Program evaluation products:

Include analyses of program components relative to effectiveness, efficiency, use of human and other resources, best practices, and continuous improvement efforts. (1.103) Future Action: _____	❑	❑	❑	❑
Assess the linkages between the workplace education program and the worksite and suggest means of strengthening those linkages in the short and long term. (1.104) Future Action: _____	❑	❑	❑	❑
Include findings properly attributed to the program. (1.105) Future Action: _____	❑	❑	❑	❑
Provide accurate and objective data documented in a manner usable by all stakeholders. (1.106) Future Action: _____	❑	❑	❑	❑

	Does Not Apply	Exceeded Expectations	Met Expectations	Needs Improvement
Include analyses of participant demographics with comparisons to the total workforce and intended target groups. (1.107)	❑	❑	❑	❑
Future Action: _____				
_____				
Other (1.108): _____	❑	❑	❑	❑
Future Action: _____				
_____				

Section 2

Participant Achievement Indicators

SECTION 2 -- PARTICIPANT ACHIEVEMENT INDICATORS

Common indicators of achievement by participants in workplace education programs are listed below. As a result of participation in your workplace education program, how would you evaluate participant achievements relative to the following indicators?

■ Meet Education or Training Needs

	Does Not Apply	Exceeded Expectations	Met Expectations	Needs Improvement
Enroll in other educational programs such as those sponsored by employers, technical colleges, universities, or other colleges (2.001) Future Action: _____	❑	❑	❑	❑
Achieve short-term goals they set for themselves (2.002) Future Action: _____	❑	❑	❑	❑
Meet long-term training and personal needs they identify (2.003) Future Action: _____	❑	❑	❑	❑
Indicate that program participation was beneficial to them (2.004) Future Action: _____	❑	❑	❑	❑
Other (2.005): _____ Future Action: _____	❑	❑	❑	❑

■ Master Program Content

Demonstrate greater success in more advanced or other job-related training programs (2.006) Future Action: _____	❑	❑	❑	❑
Improve their interpersonal, communication, and teamwork skills (2.007) Future Action: _____	❑	❑	❑	❑
Become qualified for promotions or transfers to preferred jobs (2.008) Future Action: _____	❑	❑	❑	❑
Become qualified to retain a job which has been restructured or for which new performance standards have been created (2.009) Future Action: _____	❑	❑	❑	❑

	Does Not Apply	Exceeded Expectations	Met Expectations	Needs Improvement
Apply for internal or external positions for which they would not have applied prior to program participation (2.010) Future Action: _____	❑	❑	❑	❑
Show collective academic gains in workplace basic skills (2.011) Future Action: _____	❑	❑	❑	❑
Obtain General Equivalency Diplomas (GEDs) or other education, training, or skill mastery certificates (2.012) Future Action: _____	❑	❑	❑	❑
Other (2.013): _____ Future Action: _____	❑	❑	❑	❑

■ **Improve Job Performance**

Improve their performance on the job (2.014) Future Action: _____	❑	❑	❑	❑
Demonstrate improved work habits such as being punctual, increasing attendance, and meeting deadlines with greater consistency (2.015) Future Action: _____	❑	❑	❑	❑
Improve their effectiveness in dealing with the current work situation (2.016) Future Action: _____	❑	❑	❑	❑
Other (2.017): _____ Future Action: _____	❑	❑	❑	❑

■ **Positively Affect the Organization**

More effectively deal with technological, procedural, or other organizational changes (2.018) Future Action: _____	❑	❑	❑	❑
Improve dispute resolution through better communication (2.019) Future Action: _____	❑	❑	❑	❑

	Does Not Apply	Exceeded Expectations	Met Expectations	Needs Improvement
Increase their involvement in employee suggestion or quality improvement programs (2.020) Future Action: _____	❑	❑	❑	❑
Demonstrate collective attainment or improvement of job-related skills (2.021) Future Action: _____	❑	❑	❑	❑
Other (2.022): _____ Future Action: _____	❑	❑	❑	❑

■ **Meet Long-Term Personal, Professional, and Community Needs**

Demonstrate increased self-esteem and/or self-confidence (2.023) Future Action: _____	❑	❑	❑	❑
Apply training and/or education results to non-work situations (e.g., using employee benefits more appropriately) (2.024) Future Action: _____	❑	❑	❑	❑
Become better prepared to function as parents and community members (2.025) Future Action: _____	❑	❑	❑	❑
Become a role model to co-workers (2.026) Future Action: _____	❑	❑	❑	❑
Demonstrate increased knowledge of the community, the organization and its initiatives, and/or the job (2.027) Future Action: _____	❑	❑	❑	❑
Demonstrate an increased ability to learn (2.028) Future Action: _____	❑	❑	❑	❑
Other (2.029): _____ Future Action: _____	❑	❑	❑	❑

Section 3

Program Outcome Indicators

SECTION 3 -- PROGRAM OUTCOME INDICATORS

Common program outcome indicators for effective workplace education programs are listed below. Relative to these indicators, how would you evaluate the impact of the workplace education program within your workplace?

	Does Not Apply	Exceeded Expectations	Met Expectations	Needs Improvement
■ Meets Education or Training Needs				
Meets the established goals and needs of the organizations and stakeholders involved in the initiative (3.001) Future Action: _____	❑	❑	❑	❑
Meets the stated objectives of the program (3.002) Future Action: _____	❑	❑	❑	❑
Benefits all stakeholders involved in the program (3.003) Future Action: _____	❑	❑	❑	❑
Other (3.004): _____ Future Action: _____	❑	❑	❑	❑
■ Results in Mastery of Program Content				
Increases workplace basic skills of employees (3.005) Future Action: _____	❑	❑	❑	❑
Results in less re-training and on-the-job basic skills training (3.006) Future Action: _____	❑	❑	❑	❑
Other (3.007): _____ Future Action: _____	❑	❑	❑	❑
■ Improves Job Performance				
Increases productivity (3.008) Future Action: _____	❑	❑	❑	❑
Improves the quality of products manufactured or services provided (3.009) Future Action: _____	❑	❑	❑	❑

	Does Not Apply	Exceeded Expectations	Met Expectations	Needs Improvement
Reduces absenteeism, tardiness, and employee turnover (3.010) Future Action: _____	❑	❑	❑	❑
Other (3.011): _____ Future Action: _____	❑	❑	❑	❑

■ Positively Affects the Organization

Prepares employees to more effectively deal with technological, procedural, or other organizational changes within the workplace (3.012) Future Action: _____	❑	❑	❑	❑
Increases employee job satisfaction (3.013) Future Action: _____	❑	❑	❑	❑
Improves employee morale (3.014) Future Action: _____	❑	❑	❑	❑
Increases collaboration and cohesiveness within the workforce and among workplace education program partners (3.015) Future Action: _____	❑	❑	❑	❑
Is cost-effective (yields a positive return on investment, or produces tangible and intangible benefits which justify training costs, etc.) (3.016) Future Action: _____	❑	❑	❑	❑
Promotes other initiatives within the workplace such as continuous quality improvement activities, employee suggestion programs, and technical training (3.017) Future Action: _____	❑	❑	❑	❑
Enables higher level positions to be filled more frequently by promoting employees from within the organization, rather than recruiting persons employed outside the organization (3.018) Future Action: _____	❑	❑	❑	❑

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	Does Not Apply	Exceeded Expectations	Met Expectations	Needs Improvement
Improves employee safety within the workplace (3.019) Future Action: _____	❑	❑	❑	❑
Other (3.020): _____ Future Action: _____	❑	❑	❑	❑

■ **Meets Long-Term Personal, Professional, and Community Needs**

Increases employee job security (3.021) Future Action: _____	❑	❑	❑	❑
Promotes lifelong learning by employees (3.022) Future Action: _____	❑	❑	❑	❑
Increases employee self-esteem and/or self-confidence (3.023) Future Action: _____	❑	❑	❑	❑
Other (3.024): _____ Future Action: _____	❑	❑	❑	❑

Section 4

Evaluation Tools

SECTION 4 -- EVALUATION TOOLS

Below is a compilation of evaluation tools which have been used independently and in various combinations by successful workplace education programs. How would you evaluate the effectiveness of the workplace education program evaluation tools that you have used? Are there evaluation tools listed below that you have not yet used, but would like to include in your future evaluation activities?

■ Stakeholder Information

	Does Not Apply	Exceeded Expectations	Met Expectations	Needs Improvement
Current participant surveys and/or feedback (4.001) Future Action: _____	❑	❑	❑	❑
Participant follow-up surveys (4.002) Future Action: _____	❑	❑	❑	❑
Workshop or course surveys of program participants (4.003) Future Action: _____	❑	❑	❑	❑
Surveys and/or feedback from employees who have not participated in the program (4.004) Future Action: _____	❑	❑	❑	❑
Surveys and/or feedback from former program participants (4.005) Future Action: _____	❑	❑	❑	❑
Instructor surveys and/or feedback (4.006) Future Action: _____	❑	❑	❑	❑
Surveys and/or feedback from participants' supervisors, managers, and/or co-workers (4.007) Future Action: _____	❑	❑	❑	❑
Peer advisor feedback and/or surveys (4.008) Future Action: _____	❑	❑	❑	❑
Local partner or program steering committee surveys and/or other feedback (4.009) Future Action: _____	❑	❑	❑	❑

	Does Not Apply	Exceeded Expectations	Met Expectations	Needs Improvement
Focus group surveys and\or feedback from various departments or shifts (4.010) Future Action: _____	❑	❑	❑	❑
Surveys and/or feedback from other appropriate sources (4.011) Future Action: _____	❑	❑	❑	❑
Organization-wide employee attitude surveys (4.012) Future Action: _____	❑	❑	❑	❑
Other (4.013): _____ Future Action: _____	❑	❑	❑	❑

■ **Participant Achievement Data**

Completion of parts or all of the General Equivalency Diploma (GED) or other education, training, or skills mastery certificates by participants (4.014) Future Action: _____	❑	❑	❑	❑
Learner portfolios illustrating progress within the program (4.015) Future Action: _____	❑	❑	❑	❑
Instructor diary or log of participant accomplishments (4.016) Future Action: _____	❑	❑	❑	❑
Participant case studies (4.017) Future Action: _____	❑	❑	❑	❑
Self-esteem and/or self-concept survey results (4.018) Future Action: _____	❑	❑	❑	❑
Promotion and job transfer statistics (4.019) Future Action: _____	❑	❑	❑	❑
Results on academic assessments (4.020) Future Action: _____	❑	❑	❑	❑

	Does Not Apply	Exceeded Expectations	Met Expectations	Needs Improvement
Results on job-related performance assessments (4.021) Future Action: _____	❑	❑	❑	❑
Results on "learning to learn" tests (4.022) Future Action: _____	❑	❑	❑	❑
Enrollment and success in other educational or training programs (4.023) Future Action: _____	❑	❑	❑	❑
Contributions to employee suggestion programs or other initiatives (4.024) Future Action: _____	❑	❑	❑	❑
Other (4.025): _____ Future Action: _____	❑	❑	❑	❑

■ Workplace Education Program Data

Cost effectiveness data (4.026) Future Action: _____	❑	❑	❑	❑
Enrollment statistics for the program (4.027) Future Action: _____	❑	❑	❑	❑
Participation data such as hours spent in the program (4.028) Future Action: _____	❑	❑	❑	❑
Program retention and re-entry statistics (4.029) Future Action: _____	❑	❑	❑	❑
Statistics on program objectives versus accomplishments (4.030) Future Action: _____	❑	❑	❑	❑
Participant demographic data (4.031) Future Action: _____	❑	❑	❑	❑

	Does Not Apply	Exceeded Expectations	Met Expectations	Needs Improvement
General program data such as hours of instruction provided, new initiatives undertaken, and resources allocated (4.032) Future Action: _____	❑	❑	❑	❑
Workforce training needs surveys including program awareness and participation questions (4.033) Future Action: _____	❑	❑	❑	❑
Data included in project reports such as those submitted to external funding sources, executives, and other decision-makers (4.034) Future Action: _____	❑	❑	❑	❑
Other (4.035): _____ Future Action: _____	❑	❑	❑	❑

■ **Workplace Data**

Work-related performance data (4.036) Future Action: _____	❑	❑	❑	❑
Scrap, waste, rework, or downtime statistics (4.037) Future Action: _____	❑	❑	❑	❑
Safety statistics (4.038) Future Action: _____	❑	❑	❑	❑
Employee turnover statistics (4.039) Future Action: _____	❑	❑	❑	❑
On-the-job attendance statistics (4.040) Future Action: _____	❑	❑	❑	❑
Employee exit interview data (4.041) Future Action: _____	❑	❑	❑	❑
Salary and/or pay award data (4.042) Future Action: _____	❑	❑	❑	❑

	Does Not Apply	Exceeded Expectations	Met Expectations	Needs Improvement
Employee performance evaluation data (4.043) Future Action: _____	❑	❑	❑	❑
Customer satisfaction data (4.044) Future Action: _____	❑	❑	❑	❑
Production, quality, or error rate statistics (4.045) Future Action: _____	❑	❑	❑	❑
Training department data (4.046) Future Action: _____	❑	❑	❑	❑
Recruitment data for higher level positions (4.047) Future Action: _____	❑	❑	❑	❑
Job satisfaction statistics (4.048) Future Action: _____	❑	❑	❑	❑
Missed and/or realized business opportunity data (4.049) Future Action: _____	❑	❑	❑	❑
Control group data (4.050) Future Action: _____	❑	❑	❑	❑
Other (4.051): _____ Future Action: _____	❑	❑	❑	❑

To provide feedback regarding this checklist and for information on other workplace education publications available through the Center on Education and Work, University of Wisconsin - Madison, please take a few minutes to complete and return the business reply card below. Your feedback regarding this checklist will be extremely helpful in guiding and developing future publications.

You may also call the toll free number at the Center on Education and Work (1-800-446-0399), if you would like to:

- ☑ Request order forms for copies of the companion document, the *Workplace Education Design Checklist: A Tool for Program Planning*, the *Workplace Educational Skills Analysis Training Guide*, or additional copies of the *Workplace Education Evaluation Checklist: A Tool for Assessing and Improving Performance*.
- ☑ Provide additional feedback on this checklist.
- ☑ Request additional information or answers to specific questions.

Completed order forms may be faxed to the Center on Education and Work at 608-262-9197.

Thank you!

☑ **Checklist Feedback**

I used this checklist to:
(Check all that apply)

- ☐ Develop a workplace education program
- ☐ Design an evaluation plan for a workplace education program
- ☐ Prepare a funding proposal
- ☐ As a reference
- ☐ Other: _____

How useful was this checklist to you?

- ☐ Very Useful
- ☐ Somewhat Useful
- ☐ Not Useful

Any comments or suggestions to improve the usefulness of this document?

_____

_____

_____

☑ **For More Information**

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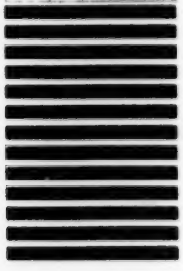

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